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ABSTRACT

This study focuses on the career and educational plans of college motivated bright black youth. "Bright Blacks" were considered to be those who had NMSQT selection scores in the top quartile of their own distribution of scores or those who obtained B+ to A averages in high school. The educational and career plans they had as 11th graders in high school were compared with the plans they indicated on a 1-page questionnaire administered about 2 1/2 years later. In analyzing the stability of their plans several student characteristics were considered: sex, measured academic ability, parental income, geographic region of residence, and high school average. The plans of the blacks were also compared with those of nonblack subjects with similar characteristics. (AP)

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**Bright Black Youth: Their
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The National Merit Scholarship Corporation was founded in 1955 for the purpose of annually identifying and honoring the nation's most talented youth. Merit Scholarships, which are awarded on a competitive basis, provide financial assistance that Scholars use to attend the colleges of their choice.

The NMSC research program was established in 1957 to conduct scholarly research related to the source, identification and development of intellectual talent. NMSC Research Reports are one means of communicating the research program's results to interested individuals.

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ABSTRACT

Reported in this study are the career and educational major plans and the educational degree aspirations of bright black youth. "Bright blacks" are considered to be those who had NMSQT selection scores in the top quartile of their own distribution of scores or those who obtained B+ to A averages in high school. The stability of their decisions were investigated by comparing the plans of participants when they took the NMSQT as 11th graders in high school with the plans they indicated on the questionnaire administered for this study, given about 2 1/2 years later. Although many subjects did not return the questionnaire, a number of tentative conclusions appeared to be justified.

BRIGHT BLACK YOUTH: THEIR EDUCATIONAL PLANS AND CAREER ASPIRATIONS

Donivan J. Watley

The focus of attention in this study is on bright blacks with unusual potential for academic and career achievements. Investigated are bright black participants in the National Achievement Scholarship Program for outstanding Negro students, administered each year since 1965 by the National Merit Scholarship Corporation (NMSC). A number of previous studies have investigated Achievement participants: three (Blumenfeld, 1966; Roberts and Nichols, 1966; Watley, 1971d) described some of their characteristics, four (Blumenfeld, 1968; Burgdorf, 1969; Borgen, 1970 and 1971) dealt with their college preferences and academic progress in college, and another (Blumenfeld, 1969) compared the test performance and school nomination methods of selecting Achievement Scholarship winners. Three additional reports presented results obtained in a recent large-scale project: the first (Watley, 1971a) studied student characteristics in relation to patterns of college attendance, the second (Watley, 1971b) investigated the effect of marriage on college attendance, and the third (Watley, 1971c) looked at the question of how black and nonblack students finance their college educations.

The purpose of this study is to report the educational major and career field plans of bright black participants in the Achievement competition. The stability of students' plans from the 11th grade to approximately two and one-half years later are analyzed, as are their aspirations regarding educational degrees. In making these analyses, a number of student characteristics are considered: sex, measured academic ability, parental income, geographic region of residence, and high school grade average. The plans of blacks are compared with those of nonblack subjects with similar characteristics in order that meaningful racial comparisons might be made.

METHOD

NMSC has since 1955 conducted the nation's largest private scholarship program. Each year about 750,000 juniors from approximately 17,500 high schools voluntarily participate in this program by taking the National Merit Scholarship Qualifying Test (NMSQT). About 35,000 of these students are blacks who, in addition to competing for Merit awards, compete also for Achievement scholarships. Information supplied by high school officials indicates that virtually all of the test-bright academic achievers in this country take the NMSQT.

Subjects for a large-scale project were chosen from among the 796,650 students who took the NMSQT in the spring of 1967. The results provided in the present paper

are part of a series of reports (Watley, 1971a, b, and c) based on this project. A total of 28,800 were selected to compose 72 subsamples formed on the basis of these variables: race (black or nonblack), sex, ability level, and geographical region of residence. Each of the 796,650 students was initially classified into a single subgroup based on his particular attributes. Those selected for inclusion in this project were chosen randomly within each subgroup. A total of 400 were selected for each subsample in order to provide stable results.

The states included in the four geographical regions (East, Midwest, South, and West) are shown in Figure 1.

<u>East</u>	<u>Midwest</u>	<u>South</u>	<u>West</u>
Connecticut	Illinois	Alabama	Alaska
Delaware	Indiana	Florida	Arizona
District of Columbia	Iowa	Georgia	Arkansas
Maine	Michigan	Kentucky	California
Maryland	Minnesota	Louisiana	Colorado
Massachusetts	Missouri	Mississippi	Hawaii
New Hampshire	Ohio	North Carolina	Idaho
New Jersey	Wisconsin	South Carolina	Kansas
New York		Tennessee	Montana
Pennsylvania			Nebraska
Rhode Island			Nevada
Vermont			New Mexico
Virginia			North Dakota
West Virginia			Oklahoma
			Oregon
			South Dakota
			Texas
			Utah
			Washington
			Wyoming

Fig. 1 Regions

Using NMSQT scores, three levels of academic ability (or educational development) were used for blacks and six levels for nonblacks. The three levels for blacks corresponded to the top three quarters of the NMSQT selection score distribution for the 1967 black participants. That is, the first level corresponded to the 75-99 quartile, the second level to the 50-74 quartile, and the third to the 25-49 quartile. The main focus of attention in this study is on subjects who scored in the top NMSQT quartile (75-99).

Nonblack samples were chosen to match those for blacks falling in the 25-49 and 50-75 quartiles. But nonblacks tend to score higher on the NMSQT than the blacks do --about 70% of the nonblacks scored above the 75th percentile of the black selection score distribution. Therefore, while the top quartile of the black distribution included selection scores from 91-170, four levels of scores were used for the

blacks within this range in order to provide a more detailed picture of their college attendance patterns. The top level for the nonblacks included those scoring in the top 10% on the NMSQT selection score distribution for the nonblacks; the second level included the next 10% on the nonblack percentile distribution (80-89); the third level was composed of those scoring in the next 25% (55-79); and the fourth level included nonblacks in the next 25% (30-54) on the nonblack percentile distribution. Altogether, then, there were six levels of tested academic ability for the nonblacks.

A total of 72 subsamples were formed as shown in Figure 2. These samples are representative of the NMSQT participants who had the various attributes under consideration.

Importantly, the students who participate in this program do so voluntarily (although some are requested by their schools to take it), so that the generalizability of the results obtained here are limited in the sense that the students are self-selected. While almost all of the high ability students in America take the NMSQT, students with lower tested academic ability are less likely to take it. Students who scored in the bottom quartile of the NMSQT distribution for blacks were not included in this study because this group may not be representative of students who obtain scores this low.

Followup Questionnaire

Information about students' educational plans and career aspirations was obtained by a mailed followup questionnaire. If they entered college, they normally would have done so in the fall of 1968. About one year later, in late 1969, each person was asked to complete a 1-page questionnaire requesting information about his post high school experience. Among the questions asked were: Which career field do you expect to enter? (The responder was asked to write the name of his first choice on the answer sheet and indicate the code number for that field shown on a list that contained 86 career fields.) What is the highest educational program or degree that you expect to complete? Did you attend college during the 1968-1969 school year? If you attended, which college did you attend? What is your college major? (The responder was requested to write the name of his major and indicate the code number for that major shown on a list that contained code numbers for 82 different majors.

Students were asked to estimate their family income (before taxes) for the previous year: (1) \$4,000 or less; (2) \$4,001-\$6,000; (3) \$6,001-\$8,000; (4) \$8,001-\$10,000; (5) \$10,001-\$12,000; (6) \$12,001-\$15,000; (7) \$15,001-\$20,000; (8) \$20,001 or more. This variable was used to represent students' socioeconomic status (SES): (a) low--\$6,000 or less; (b) moderate--\$6,001-\$12,000; (c) high--\$12,001 or more.

The initial identification of blacks was determined on the basis of whether a

	GEOGRAPHICAL AREA											
	EAST				MIDWEST				SOUTH			
	Black		Nonblack		Black		Nonblack		Black		Nonblack	
	Males	Females	Males	Females	Males	Females	Males	Females	Males	Females	Males	Females
131-170	400	400	400	400	400	400	400	400	400	400	400	400
122-130	400	400	400	400	400	400	400	400	400	400	400	400
106-121	400	400	400	400	400	400	400	400	400	400	400	400
91-105	400	400	400	400	400	400	400	400	400	400	400	400
91-170	400	400	1,600	1,600	400	400	1,600	1,600	400	400	1,600	1,600
75-90	400	400	400	400	400	400	400	400	400	400	400	400
62-74	400	400	400	400	400	400	400	400	400	400	400	400
Total	1,200	1,200	2,400	2,400	1,200	1,200	2,400	2,400	1,200	1,200	2,400	2,400
	2,400		4,800		2,400		4,800		2,400		4,800	

Fig. 2 Design of the College Attendance Study

student indicated on his NMSQT answer sheet that he was eligible for and wished to be considered for scholarship aid through the National Achievement Program for outstanding Negroes. Students were not asked to indicate their race as such on the NMSQT answer sheet. To check whether participants selected for this study had been accurately classified as "black" or "nonblack," they were asked to indicate their race on the followup questionnaire. Those who were initially classified incorrectly were changed according to the race they indicated on the questionnaire.

The student addresses used for the questionnaire mailing were about two and one-half years old. The addresses available were those on the NMSQT answer sheets, completed in the spring of 1967. Two additional mailings were sent to the nonresponders after the initial mailing of the questionnaires. It is estimated that 2,592 of the participants were not located and did not receive the questionnaire.

Additional Information

In addition to NMSQT scores, other information was obtained during the NMSQT testing that was used in this study. This included: intention of entering college (yes or no), high school grade average, and geographic location of the high school attended.

RESULTS

QUESTIONNAIRE RESPONSE

About 9% of the 28,800 mailed questionnaires were returned undelivered, probably because current addresses were not available for many students. Of the 17,472 questionnaires presumably delivered to the nonblacks, 11,207 were returned by them with some usable information--a return rate of 64%. Approximately 68% of the women and 59% of the men returned completed questionnaires. The rate of return for subjects in the Midwest with both sexes combined (66%) was slightly higher than it was in the West (64%), East (63%), or South (61%).

The questionnaire return rate was related to students' NMSQT selection scores. It was highest for those who obtained scores in the 131-170 range and lowest for those with scores in the 62-74 range; e.g., the response rate for all nonblack women in the 131-170 range was 84% but only 43% for those in the 62-74 range. The corresponding rates for nonblack men were 75% and 40%. Primary attention in this investigation will be given to those who obtained relatively higher NMSQT selection scores. The results for those at the lower end of the NMSQT distribution should be interpreted with caution because of the large percentage of nonresponders.

The overall response rate was lower for blacks than nonblacks, only 52% of them returning usable questionnaire information. Thus these results too will require careful interpretation because the responders may not be representative of the population

from which they were drawn. As was found for nonblacks, the questionnaire return rate was higher for black women than for men--57% to 46%. Unlike the nonblacks, however, the rate of return was higher for both sexes combined in the South (57%) than in the West (52%), East (50%), or Midwest (47%). The return rate for blacks was related to NMSQT scores, the rate being higher for those obtaining relatively higher scores on the NMSQT; 62% of all black women in the 91-170 range returned completed questionnaires, while only 50% for those in the 62-74 range did so. The corresponding rates for men were 52% and 41%.

Information obtained from relatives revealed that at least 14 of the participants were deceased. It was also learned that 337 were high school sophomores rather than juniors when they took the NMSQT. These subjects were eliminated since the design of the study was restricted to juniors who normally would have entered college for the first time in the fall of 1968.

Responders to the questionnaire were asked to indicate their race. This information was needed to verify the placement of participants into black and nonblack categories, initially made on the basis of whether students marked on the NMSQT answer sheet as 11th graders that they wished to be considered for Achievement awards. Of those initially thought to be black, 128 men and 62 women indicated on the followup questionnaire that they were not. They were transferred from the "black" to the "nonblack" category. On the other hand, 23 men and 57 women initially selected as nonblacks indicated on the questionnaire that they were black, so the appropriate transfer was made.

CAREER DECISIONS

Stability of Career Choices. The career field plans of both blacks and nonblacks are shown in Tables 1 and 2, which take into account students' NMSQT selection scores. Easily the most popular choice of the higher scoring (91-170 range) black males at the time the NMSQT was administered was engineering (19%). Table 1 shows that their choices at that time were well scattered among the other fields. It can be seen, however, that considerable changing of plans occurred by the time the followup was made about 2 1/2 years later. Engineering was the single biggest loser of talent while the social sciences registered the most gain. But other noticeable gains were made by business, law, and education--all involving the acquisition of useful professional skills. Table 1 also reveals a net loss of nonblack talent (91-170 range) in the engineering field, and gains similar to those of blacks in the fields of business and education. However, the social sciences were not as popular among the nonblacks as they were among the higher scoring blacks. Another noticeable difference among these black and nonblack males is the higher percentage of nonblacks who were initially undecided about their career plans.

Table 1

Percentages of Black and Nonblack Males in the Different NMSQT Score Ranges Who Planned to Enter Various Career Fields as 11th Graders and at the Time of the Followup

NMSQT Selection Score Range													
		62-74			75-90			91-170			Total		
Career Field	Race	11th Grade	Fol- lowup	Net Change	11th Grade	Fol- lowup	Net Change	11th Grade	Fol- lowup	Net Change	11th Grade	Fol- lowup	Net Change
Physical Science	B	3.2	2.4	- .8	3.2	1.6	- 1.6	7.3	5.3	- 2.0	4.8	3.3	- 1.5**
	N	.8	2.5	1.7*	2.8	2.3	- .5	5.5	6.0	.5	4.7	5.2	.5
Math/Statistics	B	5.5	3.0	- 2.5*	4.2	3.8	- .4	3.7	2.5	- 1.2	4.4	3.1	- 1.3*
	N	1.0	1.2	.2	1.3	.6	- .7	3.4	2.3	- 1.1**	2.9	2.0	- .9**
Biological Science	B	2.4	2.6	.2	2.4	2.8	.4	3.7	3.3	- .4	2.9	3.0	.1
	N	1.0	1.9	.9	2.0	1.9	- .1	2.9	2.9	-	2.6	2.6	-
Social Science	B	2.4	8.5	6.1***	3.4	7.0	3.6**	5.7	11.9	6.2***	4.0	9.4	5.4***
	N	3.7	5.0	1.3	3.7	6.2	2.5*	4.0	6.4	2.4***	4.0	6.3	2.3***
Arts	B	5.5	5.3	- .2	2.6	3.8	1.2	1.8	3.2	1.4	3.2	4.0	.8
	N	3.1	3.1	-	5.2	2.3	- 2.9**	1.4	2.7	1.3***	2.1	2.7	.6*
Education	B	13.0	15.2	2.2	8.6	11.5	2.9	5.7	9.5	3.8**	8.8	11.8	3.0***
	N	13.8	20.3	6.5**	13.3	19.5	6.2***	8.5	13.4	4.9***	9.7	14.9	5.2***
Engineering	B	18.0	12.4	- 5.6**	23.3	16.1	- 7.2***	19.4	13.8	- 5.6***	20.2	14.1	- 6.1***
	N	19.2	12.2	- 7.0***	15.3	12.0	- 3.3*	20.2	15.5	- 4.7***	19.4	14.7	- 4.7***
Medicine	B	5.5	2.6	- 2.9**	5.2	5.0	- .2	7.3	7.3	-	6.1	5.2	- .9
	N	1.5	1.2	- .3	.9	1.3	.4	6.2	6.9	.7	5.0	5.6	.6
Health Science	B	5.9	5.1	- .8	5.4	5.6	.2	3.2	1.4	- 1.8*	4.7	3.8	- .9
	N	4.8	3.3	- 1.5	7.3	4.4	- 2.9**	4.0	3.0	- 1.0**	4.5	3.2	- 1.3***
Law	B	4.3	6.9	2.6*	5.6	9.0	3.4*	9.5	12.9	3.4*	6.7	9.9	3.2***
	N	1.5	1.7	.2	4.1	4.2	.1	6.9	8.6	1.7***	6.0	7.3	1.3***
Business	B	11.5	25.3	13.8***	9.8	22.1	12.3***	8.9	14.0	5.1***	10.0	19.9	9.9***
	N	12.4	25.6	13.2***	12.2	23.7	11.5***	6.7	12.1	5.4***	8.0	15.0	7.0***
Other Fields	B	9.9	8.5	- 1.4	11.0	6.8	- 4.2**	11.3	7.6	- 3.7*	10.8	7.7	- 3.1***
	N	16.1	13.4	- 2.7	14.4	13.3	- 1.1	12.1	10.7	- 1.4*	12.8	11.3	- 1.5*
Undecided	B	13.0	2.2	-10.8***	15.1	4.8	-10.3***	12.6	7.2	- 5.4***	13.5	4.9	- 8.6***
	N	21.1	8.7	-12.4***	17.6	8.3	- 9.3***	18.4	9.5	- 8.9***	18.6	9.3	- 9.3***
Total N	B	494			498			629			1621		
	N	484			641			3716			4841		

Note.--Net change was tested using McNemar's (1957, p. 58) test of nonindependent proportions; the changes that are statistically significant in this and the following tables have this designation: * = p .05 level; ** = p .01 level; *** = p .001 level.

Table 2

Percentages of Black and Nonblack Females in the Different NMSQT Score Ranges Who Planned to Enter Various Career Fields as 11th Graders and at the Time of the Followup

NMSQT Selection Score Range													
		62-74			75-90			91-170			Total		
Career Field	Race	11th Grade	Fol- lowup	Net Change	11th Grade	Fol- lowup	Net Change	11th Grade	Fol- lowup	Net Change	11th Grade	Fol- lowup	Net Change
Physical Science	B	1.3	.8	- .5	1.5	.4	- 1.1*	2.0	2.3	.3	1.6	1.2	- .4
	N	.6	.2	- .4	.4	.4	-	1.2	1.4	.2	1.0	1.2	.2
Math/Statistics-	B	1.9	1.3	- .6	4.3	4.0	- .3	4.9	4.7	- .2	3.8	3.5	- .3
	N	-	.4	.4	.7	.8	.1	2.2	2.2	-	1.8	1.8	-
Biological Science	B	2.4	1.4	- 1.0	2.5	1.2	- 1.3	4.4	2.9	- 1.5	3.2	1.9	- 1.3**
	N	.6	-	- .6	.4	.3	- .1	2.3	2.3	-	1.9	1.8	- .1
Social Science	B	14.1	17.1	3.0	13.9	18.7	4.8**	12.8	17.2	4.4**	13.6	17.7	4.1***
	N	4.8	7.5	2.7*	5.6	8.3	2.7*	6.2	10.2	4.0***	6.0	9.7	3.7***
Arts	B	4.9	3.5	- 1.4	5.6	3.5	- 2.1*	3.2	3.8	.6	4.5	3.6	- .9
	N	5.0	3.1	- 1.9	6.8	6.0	- .8	3.9	4.1	.2	4.4	4.2	- .2
Education	B	26.7	32.8	6.1**	24.7	27.5	2.8	20.7	24.3	3.6*	23.8	27.9	4.1***
	N	31.0	38.0	7.0**	34.4	42.9	8.5***	33.0	38.8	5.8***	33.0	39.3	6.3***
Engineering	B	.9	.8	- .1	.9	.5	- .4	.7	.2	- .5*	.9	.5	- .4
	N	.4	.2	- .2	.3	.3	-	.5	.5	-	.5	.5	-
Medicine	B	2.0	1.4	- .6	2.8	2.3	- .5	5.6	3.4	- 2.2**	3.6	2.5	- 1.2**
	N	.4	-	- .4	1.4	.4	- 1.0**	2.3	1.4	- .9***	2.0	1.2	- .8***
Health Science	B	19.0	14.3	- 4.7**	18.1	16.4	- 1.7	14.1	12.5	- 1.6	16.9	14.4	- 2.5**
	N	19.5	19.1	- .4	17.1	15.4	- 1.7	12.7	11.4	- 1.3**	13.9	12.6	- 1.3**
Law	B	1.6	1.3	- .3	.8	1.1	.3	2.0	3.7	1.7*	1.5	2.1	.6
	N	.8	.2	- .6	.3	.6	.3	1.2	1.4	.2	1.1	1.2	.1
Business	B	8.8	14.4	5.6***	8.0	11.0	3.0*	5.4	9.1	3.8***	7.3	11.3	4.0***
	N	7.1	12.1	5.0**	5.6	8.6	3.0**	3.0	4.8	1.8***	3.7	6.0	2.3***
Other Fields	B	9.6	8.0	- 1.6	6.8	9.4	2.6*	10.5	9.3	- 1.2	9.0	8.9	- .1
	N	13.1	13.5	.4	9.3	9.6	.3	12.5	11.7	- .8	12.1	11.6	- .5
Undecided	B	6.9	3.0	- 3.9***	10.0	4.0	- 6.0***	14.0	6.6	- 7.4***	10.6	4.7	- 5.9***
	N	16.8	5.8	-11.0***	17.8	6.4	-11.4***	19.0	9.7	- 9.3***	18.6	8.9	- 9.7***
Total N	B	637			748			822			2207		
	N	519			720			4291			5530		

The three most common 11th grade career choices of black women scoring in the 91-170 range were, in order, education, the health sciences, and the social sciences (Table 2). While the health sciences showed some net loss of talent by the time of the followup, education and the social science fields had marked gains. These two fields alone accounted for over 40% of these high scorers on the basis of the follow-up data obtained. Education was an even more popular first choice among the non-blacks scoring in the 91-170 range, accounting for a third of their choices when the NMSQT was taken. And almost 40% stated this field as their career objective at the time of the followup. Like the blacks, the health sciences and the social sciences were the next most popular choices, although the latter did not have the strength of popularity that was noted for the higher scoring black women.

In short, there were similarities among the most frequent career choices of blacks and nonblacks of each sex, but there were also differences. It is clear that a great deal of change occurs in the career plans of men and women of both races.

SES and Career Decisions. Taking into account parental income, Table 3 shows the percentages of subjects with NMSQT selection scores in the 91-170 range (the top quartile of the NMSQT selection score distribution for blacks) who planned to enter the various career fields at the time of the followup. While overall the four most popular choices of these bright black males were business, engineering, law, and the social sciences, the selection of two of these--business and law--was related to the income of one's parents. Law was more frequently selected by those whose parents made over \$12,000, while a reverse trend was found for those choosing business. Trends may also be seen for nonblack men, particularly in connection to the two most popular selections--engineering and education. It is relevant, however, that while the 91-170 NMSQT range includes the top quarter of the black distribution of scores, about 70% of the nonblacks get scores of 91 or higher.

Of the three most popular career choices of the black women in this NMSQT score range--education, the social sciences, and the health sciences, the decision to enter two of these fields was related to parental income. Those whose parents earned \$6,000 or less were more apt to enter both the social sciences and the health sciences than were those whose parents had higher annual incomes. Among nonblack women in this NMSQT range, those whose parents earned over \$12,000 were somewhat less likely to enter the education field than those with parents in a lower income bracket.

High School Grades and Career Decisions. In addition to measured academic ability, high school grades are also recognized as an indicator of academic "brightness." Table 4 shows the career choices of B+ to A students who participated in this investigation, taking into account their geographic region of residence.

Table 3

Percentages of Black and Nonblack Youth With NMSQT Scores in the 91-170 Range
Who Chose the Various Career Fields at the Time of the Followup

Career Field	Sex	Parental Income						Total	
		\$6,000 or Less		\$6,001-\$12,000		\$12,001 or More			
		Black	Nonblack	Black	Nonblack	Black	Nonblack	Black	Nonblack
Physical Science	M	4.9	5.7	4.5	6.4	5.9	5.3	4.9	5.8
	F	3.0	1.1*	2.2	1.4	2.2	1.5	2.5	1.4*
Math/Statist- tics	M	4.1	3.1	2.1	2.5	.7	1.8	2.5	2.3
	F	6.4	2.1**	3.5	2.3	3.7	2.0	4.7	2.2***
Biological Science	M	2.8	2.6	3.8	2.9	3.7	2.7	3.4	2.8
	F	4.0	2.8	1.6	2.1	3.7	2.3	2.9	2.3
Social Science	M	9.3	5.7	12.5	6.6***	11.8	6.7*	11.2	6.6***
	F	21.0	9.4***	15.8	9.4***	14.0	11.6	17.5	10.3***
Arts	M	3.2	4.1	4.5	2.6	.7	2.5	3.3	2.7
	F	2.4	2.4	3.8	3.8	5.2	4.8	3.5	4.1
Education	M	8.5	16.7**	10.8	15.0	5.9	10.9	9.0	13.3**
	F	21.9	41.7***	26.4	41.2***	23.5	34.0*	24.1	38.1***
Engineering	M	16.2	19.5	11.5	17.4*	14.7	12.1	13.9	15.3
	F	.3	.4	.3	.5	-	.5	.2	.5
Medicine	M	4.5	3.6	6.6	5.4	15.4	9.0*	7.6	6.8
	F	2.1	.9	4.6	1.2***	3.7	1.8	3.5	1.4***
Health Science	M	.8	4.3*	2.1	3.1	2.2	2.6	1.6	3.0*
	F	14.3	13.1	12.0	12.6	8.1	9.4	12.2	11.3
Law	M	10.5	5.0**	12.5	6.5***	17.7	11.4*	12.8	8.5***
	F	3.0	.6**	3.3	1.0***	5.9	2.3*	3.6	1.5***
Business	M	16.6	11.4	13.6	13.4	10.3	10.7	14.0	12.0
	F	9.7	5.8*	9.0	4.9**	5.9	4.7	8.8	4.9***
Homemaker	M	-	-	-	-	-	-	-	-
	F	-	.6	-	.4	-	.2	-	.3
Other Fields	M	10.1	11.0	8.0	10.7	4.4	11.7**	8.1	11.2*
	F	8.2	11.4	10.6	11.8	11.8	12.8	9.9	12.2
Undecided	M	8.5	7.4	7.3	7.5	6.6	12.7*	7.6	9.8
	F	3.7	7.9*	7.1	7.5	12.5	12.1	6.6	9.5**
Total N	M	247	420	287	1659	136	1676	670	3755
	F	329	535	368	1878	136	1821	833	4234

By comparing the total percentages reported in Tables 3 and 4, it can be seen that the career choices of B+ to A students are quite similar to those of subjects scoring in the 91-170 range on the NMSQT. These two groups are not composed entirely of the same individuals, since almost twice as many had scores in the 91-170 range as had a B+ to A high school average.

Table 4

Percentages of Black and Nonblack Youth With B+ to A High School Averages Who
Chose the Various Career Fields at the Time of the Followup

		Geographic Region of Residence									
		East		Midwest		South		West		Total	
Career Field	Sex	Black	Nonblack	Black	Nonblack	Black	Nonblack	Black	Nonblack	Black	Nonblack
Physical Science	M	6.3	6.7	7.3	6.5	9.8	8.1	5.0	7.1	7.5	7.2
	F	2.3	1.1	3.2	1.0*	3.6	1.8	2.5	2.1	3.0	1.5**
Math/Statistics	M	8.3	2.1*	1.8	3.5	4.9	2.5	5.0	3.3	4.9	2.9*
	F	5.8	3.4	3.2	1.6	5.4	3.8	7.0	1.9***	5.5	2.6***
Biological Science	M	2.1	2.1	3.6	3.5	4.3	3.4	2.5	4.0	3.4	3.4
	F	3.5	3.8	.8	1.8	4.7	2.6	2.5	3.1	3.2	2.8
Social Science	M	6.3	7.9	9.1	5.9	9.8	4.4**	5.0	6.6	7.8	6.0
	F	11.6	12.4	17.5	8.4**	18.5	10.4***	16.9	9.0**	17.0	9.9***
Arts	M	4.2	2.4	3.6	2.4	1.8	1.6	1.7	1.7	2.3	2.0
	F	4.7	3.1	-	2.3	2.9	4.2	4.5	3.4	3.1	3.3
Education	M	8.3	10.9	10.9	15.9	6.1	13.1*	9.2	10.2	8.0	12.6*
	F	26.7	37.8*	31.0	41.1*	19.2	39.5***	21.4	39.6***	22.9	39.7***
Engineering	M	8.3	18.5	18.2	17.3	20.7	17.5	12.6	18.0	16.3	17.8
	F	1.2	.5	.8	.1	.4	.9	.5	.4	.6	.5
Medicine	M	6.3	7.3	12.7	8.5	7.9	11.3	5.0	8.3	7.5	9.0
	F	3.5	2.7	2.4	1.2	4.4	1.8*	3.0	1.5	3.5	1.7**
Health Science	M	-	2.4	5.5	3.3	3.7	3.4	5.0	2.3	3.9	2.9
	F	10.5	9.6	10.3	13.8	15.6	8.0***	13.4	10.0	13.4	10.3*
Law	M	10.4	7.9	9.1	7.3	11.6	9.9	10.1	10.9	10.6	9.2
	F	3.5	2.3	4.0	1.4*	1.8	1.2	3.5	1.2*	2.9	1.4**
Business	M	12.5	9.4	7.3	9.2	11.6	10.8	21.9	5.9***	14.3	8.7***
	F	10.5	2.7***	7.1	5.1	12.3	6.5**	14.4	5.6***	11.8	5.2***
Homemaker	M	-	-	-	-	-	-	-	-	-	-
	F	-	-	-	.4	-	.4	-	.4	-	.3
Other Fields	M	10.4	9.7	7.3	10.0	4.3	9.4*	9.2	11.1	7.0	10.1
	F	14.0	8.5	11.1	12.0	7.3	11.4*	7.0	11.9*	8.7	11.2
Undecided	M	16.7	12.5	3.6	6.7	3.7	4.8	7.6	10.9	6.5	8.3
	F	2.3	12.1**	8.7	9.5	4.0	7.7*	3.5	10.0**	4.5	9.6***
Total N	M	48	329	55	509	164	566	119	579	386	1983
	F	86	555	126	739	276	850	201	843	689	2987

Table 4 reveals that some of the career decisions of blacks are related to one's geographic region of residence. For example, substantial differences can be seen in the percentages of black males in the various regions who chose business or engineering.

HIGHEST DEGREE PLANNED

SES and Degree Plans. In addition to career plans, it is perhaps worthwhile to learn about the educational degree plans of bright black youth. Table 5 indicates that, altogether, 42% of the black males with NMSQT scores in the 91-170 range planned to acquire a doctoral level degree, which is somewhat higher than the 33% figure

found for nonblacks. But SES is a factor since the percentages of males with parents making a relatively high income (over \$12,000) who sought a doctorate soared to 57% for blacks and 39% for nonblacks. Interestingly, however, the plans of bright black women to obtain a doctorate were not related to parents' income. About a quarter of the black women at each SES level planned to acquire a doctorate, which is considerably below the figure just reported for black males.

Few blacks of either sex wanted less than a bachelor's degree, and most desired much more. About 75% of the males and 70% of the females indicated that they wanted at least a master's degree.

Table 5

Percentages of Black and Nonblack Youth With NMSQT Scores in the 91-170 Range
Who Chose the Various Career Fields at the Time of the Followup

Highest Degree Planned	Sex	Parental Income						Total	
		\$6,000 or Less		\$6,001-\$12,000		\$12,001 or More			
		Black	Nonblack	Black	Nonblack	Black	Nonblack	Black	Nonblack
High School or Less	M	.8	1.0	-	.	1.5	.1**	.6	.4
	F	.6	2.1	.3	2.1*	1.5	.7	.6	1.5*
Business School	M	.4	1.0	.4	.7	-	.2	.3	.5
	F	2.1	3.6	.6	3.0**	1.5	1.1	1.3	2.3
Some College	M	2.5	3.1	1.1	2.3	-	1.7	1.4	2.1
	F	3.4	4.7	3.1	6.5*	-	4.5*	2.7	5.4**
Bachelor's	M	18.0	14.6*	12.7	27.5***	9.9	19.7**	14.1	23.7***
	F	21.7	36.3***	22.4	38.5***	14.8	37.5***	20.9	37.8***
Master's	M	33.1	33.4	36.6	32.0	24.4	29.9	32.9	31.2
	F	42.5	35.5*	46.0	35.2***	53.3	38.2***	45.8	36.5***
Doctoral Level	M	36.0	26.5*	39.4	27.5***	56.5	39.0***	41.6	32.5***
	F	25.4	9.5***	22.2	8.6***	24.4	12.0***	23.8	10.2***
Other	M	.8	1.9	2.1	1.2	-	1.0	1.2	1.2
	F	.9	3.4*	1.1	2.0	.7	1.3	1.0	1.9
Don't Know	M	8.4	8.5	7.6	8.4	7.6	8.4	8.0	8.4
	F	3.4	5.1	4.4	4.1	3.7	4.6	3.9	4.5
Total N	M	239	422	284	1645	131	1665	654	3732
	F	327	535	361	1876	135	1815	823	4226

High School Grades and Degree Plans. Another analysis was conducted which determined the highest degrees planned by students with B+ to A averages in high school. An even higher percentage (81%) of the black males sought at least a master's degree than was the case for those scoring in the 91-170 range. And 66% of those with parents earning over \$12,000 wanted a doctoral level degree, compared to a 38% figure for the sons' of parents making \$6,000 or less.

Although doctorate plans of black women scoring in the 91-170 range were not related to parental income, a clear relationship was observed for B+ to A students regarding SES and the percentages that aspired to a doctorate. A third of those in the highest income bracket planned to acquire a doctorate, while only a fifth in the lowest income bracket sought a degree at that level. In essence, black women from relatively high income families were more likely to plan for a doctorate if they had a B+ to A average than if they had a relatively high test score, but black women from low income families were more likely to plan for a doctorate if they had a high test score.

EDUCATIONAL MAJOR PLANS

Stability of Educational Plans. Tables 6 and 7 present data about the educational plans of college entrants at two different points: when they took the NMSQT as high school juniors and when they completed the questionnaire for this investigation. By far the biggest gainer of bright black males (91-170 range) in the changing that occurred was the social sciences and the biggest loser was engineering (Table 6). Although a net increase was recorded for the nonblacks who chose the social sciences, educational majors in this area were not nearly as popular among nonblacks as they were among blacks. A number of similarities can be seen, however, regarding the percentages of each race that chose the various other majors.

Table 7 shows that considerably changing of plans occurred among the higher scoring black women. Like the men, the social sciences was by far the biggest gainer of talent. In fact, all of the other fields that initially attracted at least 10% of these students (19-170 range)--the humanities, the health sciences, and education--showed a net loss at the time the followup was conducted. In contrast, both the humanities and education were considerably more popular among the nonblack women in this range than were the social sciences, and neither recorded a net loss when the followup was made.

SES and Educational Majors. Controlling parents' income, Table 8 gives the percentages of college attenders in the 91-170 NMSQT range who selected various fields of study. These data for black males coincide somewhat with the results reported earlier in Table 3 for career decisions; the social sciences, engineering, and business fields were the most popular choices, although a much higher percentage selected majors in the social sciences than chose social science careers. The selection of various majors (e.g., social sciences, humanities, engineering) by nonblack males in the 91-170 range also was correlated to parental income.

The most frequent major fields selected by the higher scoring black women were, in order: the social sciences, the humanities, education, and the health sciences.

Table 6

Percentages of Black and Nonblack Males in the Different NMSQT Score Ranges Who Planned to Enter Various Major Fields as 11th Graders and at the Time of the Followup

NMSQT Selection Score Range																
		62-74				75-90				91-170				Total		
Major Field	Race	11th Grade	Fol-	Net	11th Grade	Fol-	Net	11th Grade	Fol-	Net	11th Grade	Fol-	Net	11th Grade	Fol-	Net
			lowup	Change		lowup	Change		lowup	Change		lowup	Change		lowup	Change
Physical Science	B	2.2	2.9	.7	3.2	2.7	-.5	7.1	6.3	-.8	4.5	4.2	-.3	4.5	4.2	-.3
	N	.8	1.6	.8	2.4	1.9	-.5	6.7	8.6	1.9***	5.7	7.2	1.5***	5.7	7.2	1.5***
Math/Statistics	B	7.7	5.7	-2.0	7.3	6.9	-.4	6.7	5.9	-.8	7.2	6.2	-1.0	7.2	6.2	-1.0
	N	3.0	3.5	.5	3.5	2.4	-1.1	6.3	5.4	-.9	5.7	4.9	-.8*	5.7	4.9	-.8*
Biological Science	B	3.8	4.6	.8	3.0	5.9	2.9*	4.8	6.1	1.3	4.0	5.6	1.6*	4.0	5.6	1.6*
	N	1.4	3.8	2.4*	3.2	4.6	1.4	3.9	6.3	2.4***	3.6	5.9	2.3***	3.6	5.9	2.3***
Social Science	B	7.4	18.9	11.5***	8.7	18.7	10.0***	11.4	27.3	15.9***	9.4	22.3	12.9***	9.4	22.3	12.9***
	N	3.8	8.2	4.4**	6.1	11.1	5.0**	8.1	14.6	6.5***	7.5	13.7	6.2***	7.5	13.7	6.2***
Humanities	B	10.8	8.9	-1.9	8.5	10.3	1.8	11.4	9.1	-2.3	10.3	9.4	-.9	10.3	9.4	-.9
	N	10.3	10.9	.6	9.8	11.3	1.5	8.7	13.5	4.8***	9.0	13.0	4.0***	9.0	13.0	4.0***
Drama/Speech/Arts	B	2.9	3.8	.9	3.0	2.7	-.3	2.1	2.6	.5	2.6	3.0	.4	2.6	3.0	.4
	N	3.0	4.1	1.1	3.3	2.8	-.5	1.5	2.8	1.3***	1.9	2.9	1.0***	1.9	2.9	1.0***
Education	B	8.4	7.4	-1.0	4.1	7.5	3.4*	2.6	3.1	.5	4.7	5.7	1.0	4.7	5.7	1.0
	N	9.8	12.0	2.2	7.0	12.4	5.4**	3.3	3.8	.5	4.3	5.5	1.2**	4.3	5.5	1.2**
Engineering	B	18.2	12.2	-6.0**	21.9	13.5	-8.4***	19.9	13.7	-6.2***	20.0	13.2	-6.8***	20.0	13.2	-6.8***
	N	14.4	8.2	-6.2**	13.5	8.7	-4.8**	19.5	16.3	-3.2***	18.4	14.7	-3.7***	18.4	14.7	-3.7***
Health Science	B	8.9	5.0	-3.9**	8.7	4.8	-3.9**	9.4	4.6	-4.8***	9.0	4.8	-4.2***	9.0	4.8	-4.2***
	N	6.3	4.4	-1.9	7.0	4.8	-2.2	9.2	5.0	-4.2***	8.7	4.9	-3.8***	8.7	4.9	-3.8***
Business	B	9.1	23.4	14.3***	7.3	17.8	10.5***	4.9	11.5	6.6***	6.8	16.8	10.0***	6.8	16.8	10.0***
	N	10.9	26.1	15.2***	12.0	21.9	9.9***	5.0	10.2	5.2***	6.4	13.0	6.6***	6.4	13.0	6.6***
Other Fields	B	6.9	5.7	-1.2	7.8	6.9	-.9	7.9	6.7	-1.2	7.6	6.5	-1.1	7.6	6.5	-1.1
	N	10.3	12.2	1.9	11.9	11.3	-.6	8.5	6.9	-1.6**	9.1	7.9	-1.2*	9.1	7.9	-1.2*
Undecided	B	13.9	1.4	-12.5***	16.7	2.3	-14.4***	11.8	3.1	-8.7***	13.9	2.4	-11.5***	13.9	2.4	-11.5***
	N	26.1	5.2	-20.9***	20.2	6.9	-13.3***	19.3	6.5	-12.8***	19.9	6.4	-13.5***	19.9	6.4	-13.5***
Total N	B	418			438			608			1464			1464		
	N	368			540			3531			4439			4439		

Table 7

Percentages of Black and Nonblack Females in the Different NMSQT Score Ranges Who Planned to Enter Various Major Fields as 11th Graders and at the Time of the Followup

NMSQT Selection Score Range													
		62-74			75-90			91-170			Total		
Major Field	Race	11th Grade	Fol- lowup	Net Change	11th Grade	Fol- lowup	Net Change	11th Grade	Fol- lowup	Net Change	11th Grade	Fol- lowup	Net Change
Physical Science	B	1.6	1.2	- .4	1.5	1.1	- .4	2.0	2.6	.6	1.7	1.7	-
	N	.9	.6	- .3	.5	.4	- .1	1.6	2.2	.6*	1.4	1.8	.4*
Math/Statistics	B	2.9	1.9	- 1.0	6.5	5.9	- .6	7.6	8.6	1.0	6.0	5.9	- .1
	N	1.4	.6	- .9	2.8	2.4	- .4	5.0	5.4	.4	4.5	4.7	.2
Biological Science	B	3.5	3.5	-	3.7	4.8	1.1	5.1	5.9	.8	4.2	4.9	.7
	N	.9	1.4	.5	.5	1.2	.7	3.3	4.5	1.2**	2.8	3.9	1.1***
Social Science	B	11.6	19.6	8.0***	14.0	21.0	7.0***	14.0	22.8	8.8***	13.4	21.3	7.9***
	N	5.4	8.8	3.4	5.0	8.2	3.2*	7.1	14.8	7.7***	6.7	13.6	6.9***
Humanities	B	14.0	11.2	- 2.8	11.9	10.8	- 1.1	17.8	15.3	- 2.5	14.8	12.7	- 2.1*
	N	9.3	7.9	- 1.4	11.1	11.1	-	20.6	21.9	1.3	18.7	19.6	.9
Drama/Speech/Arts	B	4.7	3.9	- .8	4.9	6.6	1.7	3.5	5.4	1.9*	4.3	5.4	1.1
	N	5.9	5.7	- .2	6.1	8.0	1.9	4.6	5.7	1.1**	4.8	6.0	1.2**
Education	B	17.4	26.4	9.0***	18.2	20.8	2.6	10.2	12.0	1.8	14.8	18.8	4.0***
	N	24.6	36.2	11.6***	25.7	37.3	11.6***	17.7	19.8	2.1**	19.1	23.0	3.9***
Engineering	B	1.0	.6	- .4	.9	.3	- .6	.9	.7	- .2	.9	.5	- .4
	N	-	-	-	.2	.2	-	.6	.5	- .1	.5	.5	-
Health Science	B	15.5	11.2	- 4.3**	16.3	11.3	- 5.0***	15.7	11.1	- 4.6***	15.9	11.2	- 4.7***
	N	15.0	12.2	- 2.8	13.9	9.9	- 4.0**	11.7	8.4	- 3.3***	12.2	8.8	- 3.4***
Business	B	11.8	12.4	.6	6.8	8.8	2.0	3.1	4.8	1.7*	6.7	8.2	1.5*
	N	5.1	9.6	4.5**	5.0	6.6	1.6	1.3	2.4	1.1***	2.0	3.4	1.4***
Other Fields	B	6.6	6.8	.2	5.1	6.9	1.8	6.9	6.5	- .4	6.2	6.7	.5
	N	9.9	11.9	2.0	7.6	10.9	3.3*	7.7	8.8	1.1	7.9	9.2	1.3**
Undecided	B	9.5	1.4	- 8.1***	10.2	1.9	- 8.3***	13.2	4.3	- 8.9***	11.2	2.7	- 8.5***
	N	21.8	5.4	- 16.4***	21.7	4.0	- 17.7***	18.9	5.6	- 13.3***	19.4	5.4	- 14.0***
Total N	B	516			649			765			1930		
	N	354			577			4011			4942		

Table 8

Percentages of Black and Nonblack Youth With NMSQT Scores in the 91-170 Range
Who Chose the Various Major Fields at the Time of the Followup

Major Field	Sex	Parental Income							
		\$6,000 or Less		\$6,001-\$12,000		\$12,001 or More		Total	
		Black	Nonblack	Black	Nonblack	Black	Nonblack	Black	Nonblack
Physical Science	M	5.8	7.8	5.5	8.7	8.4	8.4	6.2	8.5
	F	3.7	1.5*	2.3	1.8	1.5	2.6	2.7	2.1
Math/Statist- ics	M	8.9	6.8	5.1	5.8	3.8	4.4	6.2	5.3
	F	9.8	4.3**	8.7	5.5*	5.4	5.5	8.5	5.3***
Biological Science	M	5.8	5.0	6.6	6.3	6.9	6.5	6.4	6.3
	F	5.1	6.2	6.9	4.0*	4.6	4.6	5.8	4.5
Social Science	M	24.1	11.2***	26.7	13.4***	32.1	17.1***	26.9	14.8***
	F	23.3	11.1***	22.2	13.0***	24.6	18.7	23.0	15.3***
Humanities	M	8.9	10.9	9.2	11.8	9.2	15.6*	9.1	13.4**
	F	12.8	22.6***	17.3	20.2	17.7	22.8	15.7	21.7***
Drama/Speech/ Arts	M	2.2	4.2	3.7	2.6	.8	2.6	2.6	2.8
	F	3.7	3.2	4.9	5.1	10.8	7.2	5.4	5.8
Education	M	2.2	6.0*	4.4	4.6	3.1	2.5	3.3	3.8
	F	13.2	24.3***	11.0	23.2***	10.8	14.9	11.8	19.6***
Engineering	M	15.2	20.3	11.0	17.7**	14.5	13.5	13.2	16.1
	F	1.0	.2	.3	.5	-	.6	.5	.5
Health Science	M	3.6	3.9	5.1	4.8	6.9	5.5	4.9	5.0
	F	11.5	9.2	11.8	9.6	8.5	7.2	11.1	8.5*
Business	M	12.1	11.7	12.1	10.9	7.6	9.5	11.2	10.3
	F	5.4	3.6	4.6	2.5*	2.3	2.2	4.5	2.5**
Other Fields	M	7.6	6.3	7.3	7.7	3.1	6.7	6.5	7.1
	F	7.1	9.2	6.6	9.9	6.2	7.5	6.7	8.7
Undecided	M	3.6	6.0	3.3	5.8	3.8	7.7	3.5	6.7**
	F	3.4	4.9	3.5	4.9	7.7	6.3	4.1	5.5
Total N	M	224	384	273	1557	131	1607	628	3548
	F	296	470	347	1705	130	1744	773	3919

Majors in areas like the physical or biological sciences were not popular among blacks of either sex.

High School Grades and Educational Major Plans. The college major plans of students who had B+ to A averages in high school are shown in Table 9. As was the case for black males who scored in the 91-170 range on the NMSQT, the two most popular majors were the social sciences and engineering. But differences also may be seen between the higher scoring blacks and those with B+ to A averages by comparing Tables

8 and 9. The popularity of some of the major fields (e.g., social sciences, mathematics) among B+ to A students appeared to be related to geographical region of residence.

Black women in this study with B+ to A averages in high school most frequently chose educational majors in the social sciences, education, the humanities, and the health sciences (Table 9). Table 8 shows that these were also the four most popular choices of black women who scored in the 91-170 range on the NMSQT. As was found for black men, some majors (e.g., education, the humanities, the health sciences) were also more popular among the B+ to A black females in certain geographical regions than they were in others.

The humanities were much more popular among nonblack women with high grade averages than they were among blacks. Other differences between the black and nonblack women may be seen in Table 9.

Table 9
Percentages of Black and Nonblack Youth With B+ to A High School Averages Who
Chose Various Educational Majors at the Time of the Followup

		Geographic Region of Residence									
		East		Midwest		South		West		Total	
Major Field	Sex	Black	Nonblack	Black	Nonblack	Black	Nonblack	Black	Nonblack	Black	Nonblack
Physical Science	M	8.5	11.8	8.0	9.2	14.4	12.6	4.5	8.7	9.7	10.5
	F	1.4	2.9	2.7	2.2	4.9	3.1	2.7	2.6	3.4	2.7
Math/Statistics	M	14.9	5.1*	6.0	8.6	7.2	6.2	17.1	6.9***	11.1	6.8**
	F	6.8	8.9	7.1	6.5	9.4	8.2	9.8	4.4**	8.8	6.8
Biological Science	M	4.3	6.7	8.0	7.4	10.5	6.6	3.6	7.1	7.2	6.9
	F	9.5	5.5	.9	4.3	11.1	3.9***	6.0	6.1	7.5	4.9*
Social Science	M	27.7	18.1	22.0	13.3	22.2	12.3**	15.3	15.2	20.8	14.3**
	F	20.3	18.9	20.5	13.2*	18.9	13.1*	18.5	13.9	19.2	14.4**
Humanities	M	10.6	15.9	4.0	11.7	5.9	13.4*	8.1	11.0	6.9	12.7**
	F	18.9	22.8	13.4	20.0	10.3	23.1***	9.2	20.8***	11.6	21.7***
Drama/Speech/Arts	M	2.1	1.0	2.0	3.1	-	1.3	1.8	2.7	1.1	2.1
	F	2.7	5.3	4.5	3.7	7.4	5.9	8.2	6.5	6.5	5.4
Education	M	4.3	2.5	6.0	3.3	2.0	3.3	2.7	2.4	3.1	2.9
	F	17.6	17.1	20.5	22.9	9.4	20.2***	13.0	15.0	13.5	18.8**
Engineering	M	12.8	17.5	18.0	18.4	19.0	19.4	11.7	19.9*	15.8	19.0
	F	-	.6	1.8	.1**	-	1.0	.5	.4	.5	.5
Health Science	M	-	2.5	6.0	5.9	5.2	7.5	7.2	6.2	5.3	5.9
	F	5.4	5.9	11.6	11.7	11.5	6.4**	13.0	8.3*	11.2	8.2*
Business	M	-	5.7	4.0	7.0	10.5	9.1	16.2	5.1***	10.0	6.8*
	F	8.1	1.1***	5.4	2.6	9.0	3.5***	10.3	3.8***	8.6	2.9***
Other Fields	M	10.6	6.7	14.0	6.5	2.0	4.8	5.4	7.1	5.8	6.2
	F	8.1	6.8	5.4	7.2	7.0	8.2	4.4	10.6**	6.0	8.4
Undecided	M	4.3	6.7	2.0	5.7	1.3	3.7	6.3	8.0	3.3	5.9*
	F	1.4	4.2	6.3	5.6	1.2	3.4	4.4	7.5	3.1	5.3*
Total N	M	47	315	50	489	153	547	111	553	361	1904
	F	74	526	112	695	244	796	184	782	614	2799

SUMMARY

This study concentrated on the career and educational plans of college-motivated bright black youth. "Bright blacks" were considered to be those who had NMSQT selection scores in the top quartile of their own distribution of scores or those who obtained B+ to A averages in high school. The educational and career plans of subjects when they took the NMSQT as 11th graders in high school were compared with the plans they indicated on a 1-page questionnaire, administered about 2 1/2 years later. Generalizing from the results is limited, however, because many participants selected for the study did not return the questionnaire mailed to them. Blacks returned the questionnaire less frequently than the nonblacks did, but the rate of return was sufficiently high to warrant these tentative conclusions:

1. Blacks who scored in the NMSQT range of 91-170 (the top quartile on the distribution of black scores) changed their career plans considerably between the time the NMSQT was administered during the 11th grade in high school and the time the questionnaire for this study was completed about 2 1/2 years later; similarities were found among the most frequent career choices of blacks and nonblacks of each sex, but marked differences were found too.
2. The popularity of some career fields among the higher scoring blacks (91-170 range) was related to the income of their parents. Law, for example, was more frequently selected by males whose parents made over \$12,000, while a reverse trend was found for those choosing business.
3. The career choices of blacks with B+ to A averages were quite similar to those of blacks who scored in the 91-170 range on the NMSQT; some career decisions of B+ to A students were related to their geographical region of residence.
4. In general, black males sought higher level degrees than did the nonblacks, and blacks with parents making relatively high incomes more frequently had plans for a doctorate than did blacks whose parents earned less. But the doctorate plans of black women who scored in the 91-170 range on the NMSQT were not related to parents income.
5. Black women from relatively high income families appeared more likely to plan for a doctorate if they had a B+ to A average than if they had a relatively high test score, but black women from low income families were more likely to plan for a doctorate if they had a high test score.
6. Considerable changing of educational major plans of blacks occurred between the time the NMSQT was taken in high school and the time the questionnaire was completed for this study. The percentages of blacks and nonblacks who chose the various majors were similar in some cases but quite different in others.

7. As was found for students' career decisions, the percentages of blacks choosing some of the educational majors was related to the income of their parents.
8. Many similarities were observed between the blacks with B+ to A averages and those who had relatively high NMSQT selection scores regarding the percentages that chose the various educational majors; the popularity of some major fields among B+ to A students appeared to be related to geographical region of residence.

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